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This manual describes Albright College's Interim Semester Program inaugurated in the academic year of 1969-1970. Under the "4-1-5" calendar plan, a student will take 4 courses in the Fall semester, 1 during the interim semester in January, and 5 in the Spring semester. Each student must participate in 3 interim semesters during his 4 years of study and may participate in 4 if he wishes. The purposes of the interim program are to introduce innovation into the curriculum and to provide students and faculty with new learning experiences. The academic and administrative policies governing the interim program are listed and the courses to be offered during the January semester are described. Some of the issues considered during the discussions of the Ad Hoc Committee on Curriculum and the "4-1-5" Plan are outlined in an attached paper. (JS)

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ALBRIGHT COLLEGE

THE INTERIM SEMESTER PROGRAM

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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1969 - 1970

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THE INTERIM SEMESTER PROGRAM

Albright College

1970

With the beginning of the academic year of 1969-70, Albright College will inaugurate an Interim Semester Program as part of its new 4-1-5 academic year program. The intention of the Interim Semester Program is to introduce innovation, experimentation and change into the Albright curriculum, to provide students with new learning experiences which will expand their horizons and increase their intellectual commitments, and to stimulate the faculty and students in their intellectual confrontations.

Beginning in the 1969-70 academic year, the college calendar will be divided into three parts: a Fall Semester ending before Christmas vacation, an Interim Semester in January, and a Spring Semester extending from February to June. Under this plan, a student will take, under normal circumstances, four courses in the Fall, one in the Interim, and five in the Spring (in addition to the physical education requirement). Each student must participate in three Interim Semesters during his four years of study, but may participate in four if he so desires. In order to implement the program initially, next year's freshmen will be required to participate in three Interim Semesters, sophomores will be required to participate in two, juniors in one, and seniors will not be required to participate in any. Seniors wishing to participate in such an interim project in 1970 may do so at their own option.

Each student will be limited to enrollment in only one course during the Interim Semester, for which he will receive the credit indicated in the Interim catalog. The credits earned in this program may be used as elective credits or applied to the student's general studies, major or related field, depending upon the nature of the course and the student's program.

Registration Procedures

Enrollment for the January 1970 Interim Semester Program will take place at the time of the regular registration for Fall courses on Tuesday morning, May 20. The catalog of courses offered by Albright College is provided with this bulletin. In addition, a listing of a large number of courses offered by other colleges in an interim program will also be provided.

Prior to registration day, each student should study this list of programs carefully and consult with his adviser as necessary. In addition, a special explanatory session in the College Chapel will be held at 11:00 a.m. on Tuesday, May 13, for all students desiring further information. At registration, each student will be asked to indicate his first, second, and third choices among the programs offered. In addition, each student will be asked to project his antici-

pated academic program for the Spring Semester of the 1969-70 academic year.

Not all students can be assured of their first choices for the Interim Semester because of class size limitations and other considerations. Each student will receive notice at the regular fall registration of the choice of course he has received. An opportunity for change in registration for the Interim Program will be made available during the week of October 6 through October 10. Members of the class of 1973 will also register for their Interim courses during that period.

Academic Policies and Principles

1. The grade a student earns for an Interim Semester Program will be incorporated into his cumulative average for the Spring Semester of the academic year.

2. Students may enroll in an Interim Semester Program offered by another college with the permission of his adviser and the Academic Dean.

3. During the first two days of the Interim Semester, a student may enroll in a program, change his program or change his standing in a program (from a grade basis to pass/fail or vice versa). During the first week of the Interim Semester, a student may withdraw from a program without penalty at his own discretion; during the second and third weeks, he may withdraw without penalty with the permission of the instructor; a student withdrawing during the fourth week will receive a notation of W/F on his record.

4. A student who fails an Interim Semester Program must make up this failure by taking an additional Interim Semester Program. If this is not possible, then a failure may be made up by taking a course during a Fall or Spring Semester. Such a course must be consistent with the philosophy of the Interim Semester Program and be approved by the student's adviser and the Academic Dean.

5. A student may do independent research during the Interim Semester with the approval of the supervising instructor and the chairman of the department in which the research will be done. Students desiring to conduct such research should initiate discussion with the appropriate faculty members at the earliest possible time.

6. Where legitimate reason exists or in cases in which considerable difficulty to the student would be involved otherwise, a boarding student may remain on the campus during the Interim Semester without enrolling in a course with the permission of the Director of the Interim Semester and the Dean of Students.

7. The established policies and procedures concerning pass/fail shall apply to pass/fail during the Interim Semester, with the stipulation that a student who takes his Interim Semester Program on a pass/fail basis may still take one course during the Fall Semester and one course during the Spring on a pass/fail basis.

8. Evening Division degree candidates shall not be required to participate in any Interim Semester Programs.

9. Students not enrolled in an Interim Semester Program but enrolled for the Spring Semester will be considered as fully enrolled and matriculating students.

10. No student may enroll for more than four courses in the Fall Semester without permission of the Academic Dean, with the exception of students seeking teacher certification. No student may use an Interim Semester Program to make up credits for courses failed during a regular semester other than those achieved from normal Interim Semester Program offerings.

11. Students wishing to use an Interim Semester Program to fulfill an area of concentration requirement (major or related field) must secure the prior approval of their department chairmen.

General Administrative Policies

1. For purposes of tuition, board and room costs, the Fall Semester and the Interim Semester will be considered one unit. The charges for this unit will be the same for all students whether the student is enrolled formally in the Interim Semester or not.

2. Boarding students not in residence during the Interim Semester will receive a partial credit toward their boarding fee for the Spring Semester. No refunds will be made for short trips off campus during the Interim Semester.

3. Any costs for off-campus programs offered by the college beyond that of tuition will be borne by the participating students. Any student enrolling in an Interim program offered on another campus must assume responsibility for any costs associated with that program not covered by a cooperative arrangement with that college on the part of Albright College.

4. Students under 21 years of age must have parental permission to participate in off-campus programs.

5. Any hours in excess of 17 (exclusive of physical education courses) for which a student enrolls in the Fall and the Interim Semester will be subject to overload charge at the normal rate. Exceptions will be made to this rule during the period of transition for students who may have special difficulties. Students seeking teacher certification will be allowed to take one extra course in the Fall Semester without extra charge.

6. Scholarship funds are generally not applicable to special or off-campus Interim Semester Program costs.

SCHEDULE FOR THE INTERIM SEMESTER PROGRAM

JANUARY-1970

Tuesday, May 13, 11:00 a.m. (Chapel - Auditorium)	Student meeting to explain Interim Semester Program
Tuesday, May 20, 8-11:00 a.m. (Phys. Ed. Building)	Registration for 1969-70 (Fall and Spring Semesters, plus Interim Semester)
Monday, Sept. 8, 8-11:00 a.m. (Phys. Ed. Building)	Registration for Fall Semester; upperclassmen will be notified as to which of their Interim choices they received
Monday, Oct. 6-Friday, Oct. 10	Freshman registration for the Interim Semester; upperclassmen may change their Interim Semester Programs
Monday, Nov. 3	Final notification to all students concerning their Interim Semester Programs
Monday, Jan. 5, 10:00 a.m.	Interim Semester begins; students enrolled in an Interim Semester Program must be present at the first session of that Program (the first sessions of all on-campus Programs will be held at this time)
Saturday, Jan. 31	Interim Semester ends

INTERIM SEMESTER PROGRAM - 1970

SPECIAL PROGRAMS

I-10 Concepts of Man: East and West — Haskell

An inquiry into the fundamental idea of human nature in China: Confucianist and Taoist, and others; in India: Hindu and Buddhist and others; Greek-Roman: Socrates-Plato, Aristotle, Epicurean, Stoic: Jewish; Christian; Islamic; Marxist; Humanist. A balance will be sought in examining the philosophical, religious, scientific, humanist contributions of each major culture area. Comparisons will be made and participants in the program will be encouraged to attempt a creative-constructive statement on the nature of man. A wide range of primary and secondary sources will be used. Representatives of some of the views of human nature will be invited to meet with the participants.

Three credits; no prerequisite; 35 students.

I-11 Psycho-Biological Foundations of Human Reproduction — DiVirgilio, Ronaldson, Loughead

Within the framework of the psycho-social-economic, philosophic and religious foundations of human nature, this course will focus on the anatomy, physiology and endocrinology of the normal biologica processes of human reproduction. Current issues concerning the social-cultural-religious implications of the latest medical findings will be presented and discussed by two physicians. This course will be of particular interest to prospective teachers and other professionals concerned with the guidance of young people. Dr. Loughead is Director of Obstetrics and Gynecology at Community General Hospital in Reading.

Three credits; no prerequisite; 35 students.

I-12 Philosophical and Religious Presuppositions of Modern Science — Barth and Marcus Green

This course will attempt to examine and evaluate the logical nature of the sciences and to explore the philosophical presuppositions inherent in the various scientific disciplines. Looking at religion as concerned with ultimate meanings, the sciences will be explored from the perspective of their significance for mankind.

Three credits; no prerequisites; 30 students

I-13 Computer Programing — Hinnershitz

This course will introduce the student to the basic use of the keypunch and sorter. The main emphasis is on a working knowledge of the language Fortran IV and the 1130 Programing system.

Three credits; no prerequisite; 25 students

I-14 Africa in Perspective — Eyrich

This program is aimed at developing a broad understanding of Africa. Emphasis will be placed on viewing Africa in historical and cultural perspective. The development of Africa before the period of European colonial rule will be examined as well as the African reaction to colonialism and the African condition today. The latter will be viewed chiefly in terms of the cultural expressions of contemporary Africa. Materials by African authors will be included; for example, works by Franz Fanon, Chinua Achebe and W. E. Abraham. Essays will be required of each participant.

Three credits; no prerequisite; 25 students

I-50 The Development of Puerto Rico — Jordan and Ballesteros

This program will concentrate on an inter-disciplinary study of the various aspects of Puerto Rican development, including the social, economic and educational spheres. The first two weeks of the program will be devoted to the rural areas and the last two weeks to the cities. Visits to farms, health centers, schools, businesses, etc. will be emphasized. The goal is four weeks of total immersion in the life of Puerto Rico. Although knowledge of the Spanish language is not a prerequisite, Spanish concentrators will be required to do all of their work in Spanish. Economics students will conduct a research project under the direction of Dr. Ballesteros (this aspect of the program is limited to juniors and seniors). A paper will be required of all students.

Three credits; no prerequisites; 30 students; $580.00

DEPARTMENTAL PROGRAMS

Biology

I-10 Histological Technics — Gehres

This program is designed to acquaint students with some of the technics employed in anatomical studies. The students will be introduced to the methodology of histological technic, corrosion technic, aharizins bone staining, prosection and injection technic and will be expected to produce samples of their work at the end of the program.

Three credits; students with Biology 201 or 204 or Natural Science Fundamentals; 15 students

I-11 Experimental Endocrinology — Daniel

This program will offer an insight into the action and interaction of hormones through laboratory experimentation. The program is dedicated to the understanding of the whole organism and its interrelationship with the environment. The scope of the endocrine system to be covered is as follows: hypophysis, thyroid gland, pancreas, adrenal gland and gonads. A section on invertebrate hormones will be introduced on the basis of student interest. The program is designed to allow the individual student to undertake laboratory projects related to his individual area of concentration.

Three credits; no prerequisites but student must consult with the instructor before enrolling; 15 students

I-60 Introduction to Tropical Biology — Hall

Field work will be done at the William Beebe Tropical Research Station, Simla, Arima, Trinidad. Three weeks will be spent in the field and one week at Albright. Field studies will include research with tropical bats; studies of the flora, environment, and composition of a tropical rain forest; collection and studies of tropical insects; and measurement of microhabitats in the rain forest. The week at Albright will be used to discuss the work done in the field and to study the specimens collected.

Three credits; biology concentrators; 2 students; $400.00

Business and Economics

I-10 The Economics of Selected Manufacturing Industries — Shearer

Four manufacturing industries, representative plants of which are located in or near Reading, are to be studied. One week is to be devoted to each industry. During the early part of the week, the technology, economics, and geography of the industry are to be analyzed in the classroom. During the latter part of the week, a day-long visit is to be made to a plant, inspecting the facilities and talking with company officials. A final session is to be devoted to integrating the results of the week's work.

Three credits; no prerequisite; 15 students

I-11 Integration Simulation (Accounting) — Kane

A business game designed to facilitate learning of decision-making by examining computer results of profit seeking decisions.

Three credits; no prerequisite; 20 students

Chemistry

I-10 Radioactivity and Nuclear Chemistry — Leininger

A nonmathematical study of artificial and natural radioactivity, its varied uses in health for diagnosis and therapy, in geology and archeology for isotope dating, as tracer techniques in research, in industry for nondestructive testing and inspection, and as an energy source in nuclear reactors and the solar system. Techniques of measurement and health hazards involved will also be treated. Field trips through the radiological department of a local hospital and to the Brookhaven laboratories on Long Island are planned.

Three credits; no prerequisite; 35 students

I-11 Biochemistry — Rapp and Lightman

The fundamental chemistry of biological systems.

Four credits; students with Chemistry 105-106 and 203-204; 25 students

I-12 Descriptive Inorganic Chemistry — J. Brown

Source, preparation, important compounds, uses, properties, and analytical reactions of the elements with emphasis on periodicity. Theory and concepts will be emphasized.

Three credits; students with one year of chemistry; 25 students

I-13 Chemical German — Zitzman

A short course in the reading and translation of chemical German articles with emphasis on the development of a working chemical German vocabulary.

Three credits; students with two years of chemistry and one year of German; 25 students

I-14 Some Mathematical Concepts of Quantum Theory — Izbicki

Mathematical concepts relevant to quantum theory will generally be chosen to relate to understanding the formulation of current general acceptance. Emphasis will be on abstract vector spaces (especially Hilbert space) and analysis in function space.

Three credits; permission of instructor; 6 students

lassical Languages

-10 The Greek Lyric Poets in Translation — Gingrich

Four periods per week in the study of such poets as Sappho, Aecaeus, Solon, Theognis, and others in translation.

Three credits; no prerequisite; 25 students

ducation

-10 The Social Foundations of American Education — R. Smith or Staff

The social foundations of education from such considerations as social influences upon school organizations, course content, and teacher-pupil relationships are reviewed in this course. The course presents an overview of the school in its societal setting and draws from findings in various social sciences. Pupils of minority groups in public schools, schools in rural communities, schools in urban communities will be important segments of the course.

Three credits; no prerequisite; 25 students
May be substituted for Education 201

-11 International Education — R. Smith

This course is designed for the comparative study of the educational organization, philosophy, and curriculum of the major countries outside of the U.S.; England, France, Germany, and Russia will be included as well as other countries.

Three credits; no prerequisite; 25 students
May be used to meet certification requirements

-12 Technological Implications in Modern Education — Staff

New concepts in the use of hardware in teaching. Introduction to the use of the computer, tapes, films, games, educational television. Educational trips to see these techniques in use will be possible.

Three credits; no prerequisite; 15 students
May be substituted for Education 401

English

-10 Play Production — Sargent

A workshop course concerned with teaching the student the basics of acting, set design and construction, costuming, makeup, lighting, and direction through the student production of one-act plays, supplemented by guest lectures, exercises, and viewing of professional theatres and acting groups in New York and Philadelphia.

Three credits; no prerequisite; 20 students

I-11 The Tragic Quest — Yonke

This course will deal with dramatic tragedies up to the present day. Some emphasis will be placed on the changing attitudes toward tragedy both in theory and in practice.

Three credits; freshmen only; 15 students

I-12 Introduction to Contemporary Poetry — Helz

This course would fill the gap between the student and contemporary poetry. The course would cover recognized writers of the students' time. These poets are often lost to the student because he does not hear about them until they are very famous and their work has lost some of its relevance. The course would include trips to hear poets reading in Philadelphia and in neighboring colleges. Poets would be invited to the campus. Most of the time will be spent in a close examination of current trends in poetry.

Three credits; no prerequisite; 15 students

I-13 Black Writing, U.S.A. — Reppert

The program is intended to acquaint the participant with the extent of significant and influential writings by black Americans. Four papers will be written by the student, concerning (1) an in-depth study of one author, (2) a socio-economic critique, (3) literary history and (4) a psychological or political critique. Emphasis will be placed on novels and on recent contributions.

Three credits; no prerequisite; 20 students

I-14 A Study of Dante's Commedia — Brill

The course will provide an introduction to Dante's Commedia by close reading of the work in English translation, and to the background of his times by supplementary readings and lectures on the literary, religious, and political influences reflected in the Commedia and in Dante's other works. The course will be conducted by lecture, discussion, and reports by members of the class on the subjects of their individual investigation of related subjects.

Three credits; prerequisite: freshman and sophomore English; 15 students

I-15 Seminar in American Transcendentalism — Harding

The purpose of this program is to know and understand the sources, achievements, contemporary effects and lasting consequences of nineteenth century American transcendentalism. The first week will be devoted to general lectures and the selection of research topics, the second and third weeks to research and consultations with the instructor concerning this research, and the fourth week to the reading and discussion of the students' papers.

Three credits; juniors and seniors only; 12 students

Fine Arts

I-50 The Creative Arts - New York City — Koursaros

Utilizing the resources available in New York City, the program will center on lectures and discussions on the various aspects of the creative arts, with appropriate visits to museums, commercial galleries, artists' studios, etc.

Three credits; no prerequisite but preference given to students with previous art courses; 12 students; $300.00

French

I-10 Racine: Life and Works — Morton

This course will be presented in English, but the professor will expect all students to be able to read Racine's plays and critical texts in French.

Three credits; students must be able to read Racine in French; 25 students

Geology and Geography

I-10 World Geographic Patterns — Bogert

An analysis of the human, technological, and natural resource patterns of the world. Specific areas of the world will be used as examples in the analysis. Each student will be required to analyze a specific region of his own choice in the light of the concepts developed in the early part of the course.

Three credits; students with a previous course on the college level; 12 students

German

I-10 History of German Culture: The Adolf Hitler Period — Weisz

A study of the Hitler era in Germany. A short paper will be required.

Three credits; no prerequisite but previous study of the German language preferable; 20 students
May be used to meet related field requirement in German concentration

I-60 German Seminar - Mannheim, Germany — Brossman

The purpose of the seminar is to provide the student with a direct exposure to modern German everyday life and culture. The program will emphasize independent supervised study with each student responsible for preparing a paper based on material collected in Mannheim. There will be opportunity for participation in the cultural life of the city, as well as traveling to nearby German cities such as Frankfurt, Cologne and Bonn.

Three credits; students who passed German 302 proficiency and speak German with a reasonable degree of mastery; 10 students; $750.00

History

I-10 Naval History — Bishop

A comprehensive survey of naval developments from Classical Greece to the present. The principles of naval strategy and tactics, the types of vessels used, the development of commercial shipping, and the influence of sea power upon history will be stressed. Special emphasis will be placed upon the two world wars.

Three credits; no prerequisite; 25 students

I-11 Slavery in the Ante Bellum South — Yoder

An examination of slavery and its effect on the nation. Both reality and myth will be considered and identified through some of the classic works of fiction, the disreputable sociological treatises of that age, the standard research works on the subject, and recent publications on slave conditions.

Three credits; no prerequisite; 15 students

I-12 Renaissance Theories of the State — Fahy

An examination of the theoretical and practical basis of political action in Renaissance Europe as seen through the writings and accomplishments of leading humanists and princes. Special attention will be given to Renaissance concepts of the prince, republic, the role of the citizen, and representative government.

Three credits; sophomores, juniors and seniors; 15 students

Home Economics

I-10 Families in Crisis — Iacone

A seminar devoted to an examination of the socio-economics and psycho-physical forces influencing families in coping with various crises. Particular attention will be focused on families in urban settings. Consultants from community agencies will present resources available to families under stress. Opportunity will be given for students to study specific needs of individuals or groups under subject-matter instructors.

Three credits; sophomores, juniors and seniors; 15 students

Mathematics

I-10 Comparative Approaches to the Teaching of Mathematics — Dahl

Topics from the calculus and related areas of mathematics are examined from the pedagogic standpoint as to necessity, order of presentation and correlation to other fields. Skills necessary to the prospective teacher in logical development of mathematics courses are studied.

Three credits; prospective teachers of mathematics; 20 students

I-11 Surveying and Measurement — Mest

Techniques employed in actual field surveying and measurement are studied, and knowledge of how to construct maps from field information as well as ability to read given maps is developed.

Three credits; no prerequisite; 15 students

Music

I-10 The Evolution and Analysis of the Dramatic Music Form - Opera — Hinkle

Study of the evolution of opera from its inception around the year 1600 up to the present. Recordings and live presentations of portions of operas will be listened to and analyzed. A trip to New York City or Philadelphia will be arranged to attend an opera presentation and perhaps a rehearsal. The students will also be given the opportunity to present their own program on campus.

Three credits; no prerequisite; 15 students

Philosophy

I-10 Seminar in Civil Disobedience — McBride

This seminar will consist of a study of both the historical and contemporary treatises on civil disobedience - focusing largely upon American sources and including readings from such sources as Thoreau, Dickinson, Laski, Martin Luther King, Jr., Malcolm X and others.

Three credits; no prerequisite; 25 students

Physics

I-10 Exploring the Universe — Kremser and Dulude

An introductory course in astrophysics beginning with a brief review of early theories of the universe and proceeding through modern astronomical methods and theories. Such topics as stellar evolution, radio stars, quasars and pulsars will be included. The program will consist of lectures, discussions and laboratory work, including visits to planetariums and observatories. Each student will write a paper.

Three credits; no prerequisite; 15 students

I-11 Special Topics in Physics — Schurr

This course will describe some of the more significant aspects of modern-day physics, including the theory of relativity, a description of the fundamental and the strange particles, and the meaning of the quantum theory of physics. It will consist of lectures, discussions and outside reading assignments. A final paper will be required.

Three credits; no prerequisites, but not recommended for physics concentrators; 25 students

Political Science

I-50 Government Seminar - Washington, D.C. — Raith

This seminar will focus on the activities of the federal government in the nation's capital. The program will be organized around sessions with representatives of various phases of governmental activity. Students will also conduct a research project on which a paper will be written.

Three credits; no prerequisites; 25 students; $250.00

Psychology

I-10 Advanced Psychology of Education — Gilbert

Supervised independent study and research in the field of educational psychology.

Three credits, students with Psychology 101 and the permission of the instructor; 50 students.

Religion

I-10 Modern Studies in Personality and Theology — Marlow

The methods and conceptions of the study of personality as found in the writings of such men as Rogers, Allport, Sullivan, Shinn, Fromm and Ellis will be examined as resources for a theological understanding of personality. The participants will spend a large amount of time observing and participating in various types of counseling and methods of therapy at institutions such as Lewisburg Federal Penitentiary, Chit-Chat Farm, Wernersville State Hospital and with local agencies and professionals. At the beginning of the second week, a three-day sensitivity training seminar will be conducted at Kirkridge Center near Bangor, Pa. In the second and third weeks, the participants will join sessions of the Psychology Department.

Three credits; no prerequisites; 15 students; $40.00 for sensitivity training experience
May be used to meet advanced level general studies requirement in Religion

I-11 The Christian View of Race — Yrigoyen

The program will include an examination of the manifestations and symptoms of racism and the specific problems related thereto; e.g., housing, education and employment. We will seek to answer the questions: Is there a uniquely "Christian" view of race? What are the roles of the Christian individual and the Christian Community (the Church) in the reconciliation of the races? What are the Christians and the Church doing? What could they do? Some historical background materials will be used, but the major emphasis will be on the present situation with the City of Reading serving as a model. Reading materials, resource people from the area, and contacts with community, churches and church-related agencies dealing with racial problems and their solution will be employed.

Three credits; no prerequisites; 15 students

-12 Worship in a Pluralistic Society — Williamson

Through visits to synagogues, Protestant and Catholic churches, students will be introduced to various worship traditions of the western world and to the place of private devotion within the traditions. Class readings and discussion will provide historical background and perspective for these visits. A spokesman for each faith will point out the relationship between the architecture, symbolism, music and ritual actions of the tradition. Occasions of public ceremony (public school, state functions, and holiday television programing) will be evaluated in light of the pluralistic nature of worship in the U.S.A.

Three credits; no prerequisite; 20 students

I-13 The Textual Criticism of the New Testament — Cocroft

This course is designed to acquaint the student with the production of ancient manuscripts of the New Testament, the basic elements of paleography, the history of textual criticism, and the basic techniques and principles of that field of research. Students will be assigned specific problems in textual criticism to be solved and the solution presented to the class. Practice will be given in all aspects of text-critical research.

Three credits; only students with at least one year of Greek; 10 students
May be used to earn Greek or Religion credits but not as a substitute for Greek 201-202

Russian — Belayeff

I-10 Intensive beginning in Russian linguistic system for reading and simple conversation.

Three credits; no prerequisite; 20 students

Sociology

I-10 Computer Use in the Application of Statistical Procedures — Meyers

The purpose of the program is to provide students with an opportunity to use the computer for analysis of relatively large amounts of empirically-collected data. Emphasis will be mainly on parametric statistics and hypothesis testing. A high-level, relatively simple language will be used. As the course progresses, each student will develop his own computer program for statistical procedures which will serve as a major reference for data analysis in research courses in the student's respective fields.

Three credits; students who have earned at least a C in statistics only, preference given to concentrators in sociology, political science, urban affairs; 15 students

I-60 Sociology of the Kibbutz — Voigt

The program will involve full participation in the basic aspects of Kibbutz life, with most of the time spent there. Each student will study one aspect of the Kibbutz way of life, on which he will prepare a 12-page paper. Some travel in Israel will also be included, such as to Jerusalem and Tel Aviv.

Three credits; no prerequisite; 20 students; $737.00

May 1968

OUTLINE GUIDE FOR DISCUSSIONS OF THE AD HOC COMMITTEE ON CURRICULUM AND THE "4-1-5" PLAN

I. BASIC DECISIONS TAKEN BY FACULTY TO GUIDE COMMITTEE ACTION

1. The calendar plan is to be 4-1-5, interpreted basically as four courses in the first semester, one interim course, and five courses in the second semester.

2. The total number of credits for graduation is to remain at 120 plus two credits of physical education. (122)

3. Each student will be required to participate in a minimum of three interim courses.

4. The class schedule is to be based upon a 7-class per day, 55-minute per class schedule, with the permanent elimination of Saturday classes if possible.

5. A general redistribution of requirements is to be made wherever necessary, with the interim courses to be assigned on the basis of one to each of the three areas, general studies, concentration, and related field requirements.

II. BASIC DECISIONS FACING THE COMMITTEE AND THE FACULTY RELATIVE TO THIS PLAN

1. The redistribution of general studies, degree, and concentration-related field requirements commensurate with the above general plan.

2. The particular structure of the interim requirements and the way these are to be integrated into the graduation requirements.

3. The nature of the teaching-load assignments to be carried by faculty under this general program.

4. The question of whether we are to retain our present three (or four, if we count the Home Economics track as a degree program) degree programs or reduce them to two degree programs, A.B. and B.S.

III. BASIC CONSIDERATIONS OR ASSUMPTIONS THAT THE MAJORITY OF THE COMMITTEE SEEMS TO HAVE ACCEPTED AS GUIDES TO OUR CONSIDERATION.

1. The assumption that more freedom of course choice is needed, particularly in those programs that exclude such choice or offer very little at this time.

2. That the basic redistribution of course and degree requirements should not be done in such a manner as to add to the total hours of work needed for graduation, or to increase materially faculty teaching loads and concomitantly to increase student costs.

3. That the question of the improvement of academic climate on the campus should be foremost in our minds and that a particular effort be made to structure the Freshman year in such a way as to improve the motivation, interest, and general climate of academic concern for our Freshman students.

4. In the background of our discussions the question of how to provide more flexibility of course requirements for the superior student has been raised, without clear concensus of the committee as to the importance of this need or the procedures to follow in achieving it.

IV. SPECIAL PROBLEMS UNDER CONSIDERATION OR TO BE RESOLVED

1. One question is that of what particular limitations or reduction in graduation programs are to be effected in order to allow more freedom of choice by the student. The general view of the committee seems to be that these should be "across the board" in some degree, or that they should not be made simply in the general studies alone, or in concentration areas alone. One suggestion has been that, in addition to dropping the general studies requirement in some degree, to place a limit of 48 hours upon concentration-related field requirements. A thorough study of all of our programs recently undertaken, however, reveals that this latter limitation would achieve very little in providing more elective. It is also apparent that nothing less than very substantial reductions or limitations would allow any real elective for students seeking teacher certification in B.S. degree programs.

   Beyond the above suggestions, the committee may want to consider the question of whether concentration courses in a particular department ought to be limited to such a number as that of approximately 30 hours and the number of hours that a program can be allowed to require in a related field be set at 14 or 16 hours, allowing the student more freedom to choose courses he feels to be in his educational or professional interest.

   The question of how we are to handle the language requirement is relevant to this problem. The committee has not arrived at an agreement as to what the specific role which this requirement should play in a student's program. The problem is complicated by the fact that our students are coming to us with wide diversity of background and with some discernible improvement in general high school preparation as contrasted with earlier years. Our present plan is to require a four-course sequence at the college level for most students regardless of whether they begin at the first, second, or third year level. There seems to be a strong inclination on the part of the committee to require language of all of our degree programs, thus removing the present exemption for our Home Economic and B.S. in Economics concentrators. One question unresolved by the committee is that of whether we might require of B.S. concentrators whose programs are now the most restrictive, the achievement of competency in a language through only the intermediate (second-year) level.

2. While the proposed 4-1-5 plan visualizes a lighter first semester student-load because of the slightly shorter time period, there is some question of whether it would be wise to have a large number of students dropping to a load of only 12 hours. It seems desirable to have the load a little closer to 13 or 14 hours than to 12. The logical solution would be to have a few of the general studies courses in four hours instead of three, but this can be done in only one or two areas if the total requirements in this area are not to be increased instead of reduced. One possible solution would be to think of the language courses at either the first or second year, or both, in terms of four hour units. It is also possible that Composition and Literature courses could be so organized.

3. The question of how the interim courses are to be structured and where they are to be placed in the graduation program must be determined. The committee will want to stipulate more clearly the nature of these courses to be desired and their function within the degree programs of the student.

4. One question relative to degree programs has to do with the mathematics requirement. We have been awarding a B.S. degree for Home Economics concentrators which does not require mathematics. There is some question as to whether we are not weakening our degree by this procedure. It is debatable as to whether the B.S. degree ought not to require some work in mathematics regardless of program. One possibility would be to discuss with our Home Economics Department the question of whether the revisions toward a more liberal arts program in this area would open the possibility of awarding the A.B. degree in this area.

   A number of our concentrators in such areas as Psychology and Sociology now meet the mathematics portion of the science requirement by taking a course in statistics that has been listed in the Mathematics Department. The recent trend has been, however, to have this statistics course offered by faculty within the Psychology and Sociology departments and the Mathematics Department has expressed a strong desire to drop this course from its offerings. If it is done, however, the course could no longer function to meet the science requirement. It may be desirable to insist that students in these departments take a basic mathematics course. One suggestion made to the committee previously is that logic be given a more central role in our programs. Perhaps logic should be offered as an alternative to a basic mathematics course for A.B. concentrators.

5. Perhaps members of the committee may have other specific problems they would like to bring to the attention of the committee. Use the space below to make your own notations:

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SPECIFIC PROPOSALS FOR CONSIDERATION BEFORE THE COMMITTEE

Proposal A.

One plan under consideration, as follows, suggests that:

a. We reduce our General Studies requirements eight hours by changing our History requirement from that of eight hours to six hours, offering an option between Fine Arts and Music Appreciation, and requiring six hours in Religion instead of our present nine. When the Speech requirement, recently eliminated, is counted, this reduces the General Studies requirement by 11 hours.

b. We maintain our present science requirements in our A.B. and B.S. programs, but that we modify our language requirements. This proposal suggests that we require of all A.B. graduates a minimum of either two years of language or competency through the third year. It would require of B.S. students competency only through the intermediate or second year.

c. We place a limitation of a maximum of 48 hours upon all concentration-related field requirements. Some suggestions above would indicate that a slightly lower maximum might be necessary.

d. We structure our interim requirements by suggesting that every student must take three interim courses. All Freshmen students would be required to elect one "Freshman Seminar." Upperclass students would elect to undertake interim courses either in their departmental, related, or interdisciplinary fields.

PLAN A IN OUTLINE

General Studies Requirements

History	6
Fine Arts or Music	3
Religion	6
Philosophy	3
Social Sciences	6
Composition and Lit.	12
Freshman Seminar	3
	39

SPECIFIC DEGREE REQUIREMENTS

A.B.		B.S.	
Science (Nat.Science or Laboratory Science)	8-10	Laboratory Science	8-10
* (A requirement of one course in Math. or logic would add 3 hrs.)		Mathematics	6
Two years of Language or Competency through the third year	6-12	Language (Competency through intermediate level)	0-12
	14-22		14-28

CONCENTRATION-RELATED FIELD REQUIREMENTS - 48

This area would include two interim projects either of a departmental origin, a related field elective, or of an interdisciplinary nature.

Proposal B

The structure of this proposal is to be found in the remarks following upon the appended Course Requirement Study. This proposal would leave the A.B. programs largely as they are, but allow B.S. and teacher-certification programs more elective freedom by providing certain options not open to A.B. graduates.

Proposal C

One member of the committee has proposed that we take up the possibility of shifting to course credits instead of hourly credit in order to avoid the concern for quantitative dissection of the "academic cake" necessitated by the hourly structure.

Based upon the assumption that the 4-1-5 plan over four years envisions a 39 course program (only 3 interims required), the suggestion would be to start with a proposal that 38 courses are needed for graduation. A division by courses could then be made somewhat as follows:

General Studies and Degree requirements	- 20 courses (Lang. - 4, History - 2, Literature - 4, Fine Arts - 2, Religion - 3, Philosophy - 1, Social Sciences - 2, and Science - 2 ..... A.B. and B.S. requirements could be adjusted somewhat)
Concentration Requirements	- 10 courses
Related Field Requirements	- 4 courses
Electives	- 4 courses

There are certain advantages to such a proposal. Translations of course into hourly credit would have to be provided for transcripts and for determination of teacher loads. This proposal should be given serious consideration.

Members of the committee will want to study these proposals as well as the appended Course Requirement Study carefully. Other proposals may be in order and should be offered to the committee.